SEMESTER: Fall 1, 2017 September 25th-December 17th.

BHS 3120 - Introduction to Epidemiology

I. Course Information

Course: BHS 3120 - Introduction to Epidemiology  
Semester Credit Hours: 3.0  
Course CRN and Section: 22478 - 2  
Semester and Year: Fall 2017  
Course Start and End Dates: 09/25/2017 - 12/17/2017  
Building and Room: Online Venue - BLACKBOARD

II. Instructor Information

Professor: Dr. Carol Lynn R. Chevalier  
Email: cchevali@nova.edu  
Phone: 518-461-6163  
Office Hours:  

<table>
<thead>
<tr>
<th>Day</th>
<th>Time</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTWRF</td>
<td>8:00am - 8:00am</td>
<td>Niskayuna, NY</td>
</tr>
</tbody>
</table>

Virtual, by appointment. Dr. Chevalier is available Monday-Friday from 9:00 a.m. – 6:00 p.m. EST via email, phone or text messaging and other times by appointment. Please course message Dr. Chevalier in order to arrange a chat on Collaboration, Skype, or a Teleconference. Call if needed outside of office hours and leave a voice mail.

OFFICE HOURS: Virtual, by appointment. Dr. Chevalier is available Monday-Friday from 9:00 a.m. – 8:00 p.m. and other times by appointment. Please feel free to call me. I can also provide assistance via Skype or via our course Chat tool for office hours (located in the Course Tools tab and then in the ‘Collaboration’ link.

OFFICE LOCATION: Online. I am in upstate New York in Eastern Daylight Time.  
PHONE NUMBER/E-MAIL ADDRESS: 518-461-6163 cchevali@nova.edu. Please course-message Dr. Chevalier in order to arrange a chat on Collaboration, Skype, or a Teleconference. Call if an emergency outside of office hours and leave me a message. My goal is your success!

III. Class Schedule and Location

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Building/Room</th>
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Generated: 9/18/2019
IV. Course Description
The purpose of this course is to introduce the history and development of epidemiology in relation to public health and disease. Communicable, epidemic and endemic as well as social diseases will be discussed. Prerequisite: COMP 1500. Frequency: Every Spring, Every Summer II, Every Fall and Every Winter.

V. Learning Outcomes
1) Foundations and applications of epidemiology
2) Interrelationship between prevalence and incidence
3) Descriptive characteristics of time, person, and place
4) Concepts of study designs
5) Concept of data analysis
6) Screening for disease in the community
7) Epidemiology of infectious disease in the environment
8) New threats such as Bioterrorism-

VI. Materials and Resources
Book Url: NSU Book Store
Super Course on Epidemiology a global repository of public health and epidemiology lectures. http://www.pitt.edu/~super1/
Broad Street Pump Outbreak http://www.ph.ucla.edu/epi/snow/broadstreetpump.html
Supplemental reading will be listed on the course website each week when necessary and will be distributed to the student via the assignment link.

Section Required Texts and Material: Same as Course Required Materials.
Recommended Materials: No additional recommended materials.
Section Recommended Texts and Materials: No additional recommended materials.

VII. Course Requirements
1). Discussion Board Participation and Assignments = 20% of grade
   1. Discussion Board: Think of this as class participation. There are 12 weeks of discussion boards. You are required to submit something meaningful to the discussion board at least twice each week. You may post as often as you like. Comments should be brief (one or two sentences). It may be a question, your opinion or observation, or a response to another student. Monday marks the beginning of each week. Please post your initial comments to each week's discussion board by Wednesday so that you will have time to respond to another student's posting. At midnight each Sunday the Weekly Discussion Board will be closed and we will move on to the next week. Comments posted to the wrong board may not be read, and therefore may not count toward your final grade.

2). Module Assignments: These assignments must be submitted to the appropriate module assignment link before the due date.

2) Writing Assignments = 80% of grade
   You will author two papers on some aspect of epidemiology. Specific instructions and grading rubric, including format guidelines, will be provided. You should select a topic that is of interest to you and discusses some issue that is relevant to the field of epidemiology. It should not be a clinical discussion of a disease entity; rather, it should explain how an entity would affect a population (as an example). You should select your topic from either the goals or objectives listed in this syllabus. If you want to write on
a different subject, contact the instructor first. Your paper should be 5-10 pages double-spaced and in APA 6 style. You should refer to published literature. Use news sources and websites sparingly, if at all. Do not use the textbook for this course as a reference. Do not use wikipedia as a reference.

Note that all deadlines are EST

VIII. Course Schedule and Topic Outline

Class schedule subject to modification, but not without prior notification.

<table>
<thead>
<tr>
<th>Module One</th>
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</table>
| **Lesson** | Introduction to Course  
Dynamics of Disease Transmission  
Measuring the Occurrence of Disease-Morbidity  
Measuring the Occurrence of Disease-Mortality |
| **Readings** | Chapters 1-4 |

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<thead>
<tr>
<th>Module Two</th>
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| **Lesson** | Natural History of Disease  
Assessing the Efficacy of Prevention and Therapeutic Measures: Randomized Trials  
Randomized Trials: Some Further Issues |
| **Readings** | Chapters 5-8 |

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<tr>
<th>Module Three</th>
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| **Lesson** | Cohort Studies  
Case-Control and Cross-sectional Studies  
Review of above |
| **Readings** | Chapters 9-10; Chapter 13 |

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<tr>
<th>Module Four</th>
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| **Lesson** | Estimating Risk  
More on Risk/Prevention |
| **Readings** | Chapters 11-12 |

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<tr>
<th>Module Five</th>
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| **Lesson** | From Association to Causation  
More on Causal Inferences |
| **Readings** | Chapters 14-15 |

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<tr>
<th>Module Six</th>
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</table>
| **Lesson** | Identifying the Role of genetics  
Special Topics |
| **Readings** | Chapter 16 |

Internet Resources
Lesson

Papers that report diagnostic or screening tests
http://bmj.com/cgi/content/full/315/7107/540
Papers that report drug trials
http://bmj.com/cgi/content/full/315/7106/480
Epidemiology Virtual Agencies and Organization Pages http://www.epibiostat.ucsf.edu/epidem/epidem.html
Epidemiology Virtual Library (Public Health, Biosciences, Medicine) http://www.epibiostat.ucsf.edu/epidem/epidem.html
Centers for Disease Control and Prevention (EID Journal and MMWR)
http://www.cdc.gov (Scroll down to Publications and select)
Healthy People Web Site (CDC)
http://www.healthypeople.gov

IX. Grading Criteria
Your final grade is determined by your performance on a number of different tasks:

Final Grade:

<table>
<thead>
<tr>
<th></th>
<th>Final Grade Breakdown:</th>
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<tbody>
<tr>
<td>Discussion Board</td>
<td>12 points</td>
</tr>
<tr>
<td>Module Assignments</td>
<td>8 points</td>
</tr>
<tr>
<td>Papers</td>
<td>80 points</td>
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<tr>
<td><strong>Total Course Points</strong></td>
<td><strong>100 points</strong></td>
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Grading Scale:
The grading policy is documented in the University Handbook (what grade reflects an "A", "B", etc.).

<table>
<thead>
<tr>
<th>Alpha Grade</th>
<th>Scale</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>94-100</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
<td>90-93</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>74-76</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
<td>70-73</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
<td>68-69</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>67-68</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>66 and below</td>
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TIMELINE FOR FEEDBACK FROM FACULTY
Faculty members will respond in a maximum of 48 hours to an e-mail request. This does not apply to weekends or legal holidays. Assignments will typically be graded within 1 week unless otherwise noted. More rigorous and sophisticated assignments may require more than a 1 week turn around.

X. Course Policies
Students are responsible for complying with the College of Health Care Sciences Student Handbook policies on Attendance, Dress Code and Conduct, Academic Honor, and Academic Affairs. Students are expected to prepare reading assignments ahead of each session and to actively participate in the online and on campus class sessions, as applicable. The following policies will apply to this class:

Course Remediation: This course does not have remediation.

CLASSROOM RULES OF CONDUCT

Netiquette:
In a traditional classroom, students are reminded that behavior that disrupts the class or interferes with other students and their ability to learn is unacceptable. Any person engaged in disruptive behavior receives a written warning from the instructor. Students who continue to engage in disruptive behavior after this warning may be administratively withdrawn from the course. Similarly, in an online course, any electronic postings, emails, or electronic messages that disrupt the class or interfere with learning goals and objectives are unacceptable. Electronic communication—the backbone of online courses—must be civil, respectful, and cordial at all times. Any posting that disrupts or interferes with learning will be removed, and the author of the posting will receive a written warning. A second disruptive posting will cause the author to be administratively withdrawn from the course.

Dress:
Students are expected to abide by the student dress code. Students must attend class dressed in appropriate attire or they will be sent home to change clothing. In such cases, students will be considered late or absent.

For online live and/or collaborate courses, students must be in proper dress code. Failure to do so may result in referral to the Committee on Student Progress for disciplinary action.

Cell phones/Tape recorders/Laptops etc.: Students are expected to have a computer to use for all online courses in the bachelor of Health Care Science Program.

Absences/Tardiness: All of the B.H.Sc. courses are designed in distance learning formats. Each student holds the responsibility to fulfill all class requirements, access recommended resources, and meet the appropriate deadlines for assignment submission and exams. Students are required to access and participate in their web-based class at least once per week in order to complete assignments.

Standards for Written Assignments

1. Collaboration: It is expected that students will work independently on assignments in this course.
2. Person allowed: Students may use the first person (“I”) for the personal journal behavior change reflection assignment and a discussion posting that asks about your personal opinion or experience. If reporting on information that is not based on your personal opinion please use the third person (not using “I”).
3. Number or percentage of quotations allowed: Quotations should be used sparingly and only when the quote is so important it can’t be put into your own words alone with citing/referencing the source. Quotations are seldom needed in the discussion assignments and responses.
4. Quality of acceptable sources: The following sources are acceptable for completing assignments: ClinicalKey, Peer-reviewed journal articles, scholarly articles, textbooks, university Web sites, .gov or .edu Web sites, WebMD, & Up-to-Date. If you have questions about other sources not mentioned, please ask me if the source is acceptable via course messaging.
5. Nomenclature for naming files when papers are uploaded: Last name, Assignment name.docx. For example: Chevalier_Week 1 Discussion Board.docx
7. Format: APA style, sixth edition
8. University conventions: Please use a title page on all assignments submitted to the drop box.
9. Other: If you have questions that are not covered here, please send me a message via course
Minimum Writing Competencies for Department of Health Science Programs

1. Set up a paper in Word in APA style
   a. Running heads
   b. Margins
   c. Indent
   d. Font
   e. Double spacing
   f. Use approved title page when title page is used

2. Format paper in APA format
   a. Understanding that every paper has a beginning (introduction), middle (evidence from the literature as a minimum), and end (conclusion), be able to format level one and level two headings correctly.

3. In-text citations
   a. Know when to cite
      i. Statements of fact, definitions, statistics, and dates
   b. Format citations for two authors, three to five authors, and six or more authors correctly.

4. Reference list
   a. Format correctly with hanging indent in alphabetical order
      i. Be able to format a journal article correctly
      ii. Be able to format a book correctly
      iii. Be able to format a report correctly
      iv. Be able to format an article from a Web page

5. Quality of sources
   a. Understand peer-reviewed sources preferred and age of sources
   b. Understand non-peer-reviewed sources may be used as defined by the instructor

6. Punctuation
   a. Be able to use the comma correctly for these three situations:
      i. Serial comma in a list of three or more things
      ii. Comma for an introductory phrase
      iii. Comma with a conjunction and two complete sentences

7. Quoted material
   a. Paraphrasing preferred over quoted material
   b. Limit quotations to an amount or number determined by the instructor
   c. Know how to format in-text citation correctly

8. Person
   a. Third person preferred (meaning first or second person are not to be used)
   b. First person may be used as determined by the instructor for particular assignments.

Plagiarism
All assignments submitted must reflect original work that is researched and written by the student during the course of this term ("recycling" work submitted to another class is not permitted). If there is a concern with plagiarism, the professor reserves the right to submit the student's paper to turnitin.com. Turnitin.com helps instructors check students' work for improper citation or potential plagiarism by comparing it against the world's most accurate text comparison database.

Incomplete Coursework
A grade of incomplete (I) is issued because of unexpected emergencies, and must be made up within one month (or sooner) following the final class date of the course, as stipulated by the instructor. Students requesting extensions due to medical or military reasons are expected to provide official documentation. It is the student’s responsibility to consult the instructor and submit the Incomplete Grade Agreement Form (found in the MHSSc Student Center) prior to the end of the course. The student must have successfully completed 50% of the assignments prior to course end and prior to requesting an incomplete grade. The
instructor will not accept assignments received after the date indicated on the agreement, and the student’s grade will be assigned according to the work the student completed by the end of the course. A grade of “I” cannot be given if less than 50% of the assignments have been completed by the official end date of the course. An incomplete grade that has not been changed by the official date in this agreement will be converted to an F by the administrative staff of Department of Health Science.

THE COURSE DIRECTOR RESERVES THE RIGHT TO MAKE REVISIONS TO THIS SYLLABUS AT ANY TIME.